

# School Psychology

SEPTEMBER/OCTOBER 2011

TOWSON UNIVERSITY

## REMINDER!!

- **Interns: You must list Towson University as the recipient for your Praxis Scores**

## IMPORTANT DATES

**Oct. 21: MSPA Fall Conference**

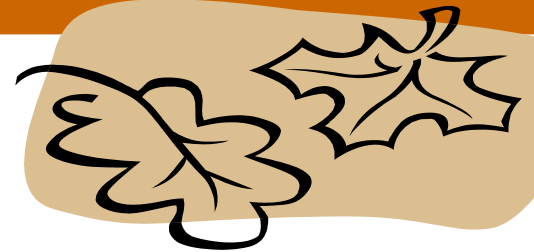
**Nov. 14-18: School Psychology Awareness Week**

**Nov. 23-27: Thanksgiving Holiday- No Classes**

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## Greetings from Twila Beck and Kellie Foster



Welcome back to all practicum and intern students, and a warm welcome to our first year cohort. Hopefully everyone had a wonderful summer, and is ready for the new school year.

We want to wish our intern students luck, as they begin the final phase of their training.

This year there are two graduate assistants for the School Psychology Department. The GA cubicle is located in room 1101 of the

Liberal Arts Building. If you have questions, you can e-mail Twila (tbeck1@students.towson.edu) or Kellie (kfoste4@students.towson.edu).

Finally, thanks to those who contributed to this edition of the newsletter. In particular, you can find Michele and Sarah's reflections on their practicum and internship experiences on page 4 of this edition.

Good Luck Everyone!



## Fall 2011 Office Hours

### Dr. Bartels

Mondays 2-3

Thursdays 1-2

### Dr. Mortenson

Tuesdays 10-1

Wednesdays 2:30-3:30

Thursday 9:30-10:30

### Dr. Gutow

Tuesday, Wednesday, and Thursday from 1-2

### Test Library :

#### Amanda Costanza

Monday, 1:15-3:13 and 6:10-8:10

Tuesday 12-4

Wednesday 1:45-6:45

Thursday 3:30-7:30

Friday 11:45-2:45

### School Psychology Office

Monday 11:30-6:30

Tuesday 12:15-4:15

Wednesday 2:30-6:30

Thursday 4:00-7:00

Friday 11:30-1:30

## Words From Your Rep: MSPA

Hello and welcome back interns, second years, and welcome first years! My name is Jessica Moore, and I am a continuing first year and Towson University's Maryland School Psychologists' Association (MSPA) student representative. MSPA is a great resource for student and professional school psychologists. They offer two conferences per year (fall and spring). This year's fall conference is scheduled for October 21<sup>st</sup> at Martin's West in Baltimore County and is titled *The Collaborative Problem Solving*

*Approach to Social, Emotional, and Behavioral Challenges in the Schools.* For more information about MSPA, the fall conference, or student membership, please visit the website at <http://www.msponline.org/>.

Every month, MSPA has an executive board meeting where they discuss important issues going on around the state. At that time, I also give an update about what we, as students, are doing at Towson. If any of

you are interested in attending with me, or have any questions about becoming a member or the next student rep of MSPA, please e-mail me and let me know at [jmoore19@students.towson.edu](mailto:jmoore19@students.towson.edu). The next board meeting is scheduled for Friday, October 14<sup>th</sup> in Howard County.

Thank you and I hope that everyone is having a great start to their year so far!

-Jessica

## Public Service Loan Forgiveness

The Public Service Loan Forgiveness Program is available to School Psychologists working in certain public school systems. It was created to encourage individuals to enter and continue working full-time in public service jobs.

Under this program, you may qualify for forgiveness of the remaining balance due on your eligible federal student loans after you have made 120 payments

on loans under certain repayment plans while employed full time. You are only eligible for loan forgiveness on non-defaulted loans under *The Direct Loan Program* which includes, Direct Stafford, Unsubsidized, Subsidized, Direct PLUS, and Consolidation Loans.

Other student loans may be consolidated into a Direct Consolidation Loan to meet eligibility for loan forgive

ness. The 120 required payments must be made under one or more of the Direct Loan Program repayment plans.

For more information including eligible loans, qualifying payments, and qualifying employment, visit the Federal Student Aid Website at <http://www.studentaid.ed.gov/PORTALSWebApp/students/english/PSF.jsp>.

# Updates from NASP

Hi Everyone! I hope that your 2011-2012 school year is off to a fantastic start, whether you are in classes, practicum, internship, or out there practicing!

I am the new NASP Student Leader for Towson this year. For those of you that I have not yet met, I am currently in my internship year, working in Harford County Public Schools. I will be sending you regular information about the National Association of School Psychologists, new resources, professional development opportunities, and pro-

gram activities that I would like you to assist me with throughout the year. Please take a moment each month to read the updates from NASP. Please contact me if you have any questions, suggestions, concerns, would like to volunteer to help out with any Awareness Week activities, or need any further NASP-related information. You can reach me at [bzakiel1@students.towson.edu](mailto:bzakiel1@students.towson.edu) or [Brittney.Zakielarz@hcps.org](mailto:Brittney.Zakielarz@hcps.org).

-Brittney Zakielarz

## NASP Graduate Student Awards and Scholarships

The NASP Research Committee offers a number of Graduate Student Research Grants (application deadline: **October 1, 2011**). This year three \$1,000 awards will be given to students who demonstrate exceptional ability to conduct high-quality research that furthers the mission and goals of NASP and have the potential to impact the field positively. In addition, there is the NASP-ERT Minority Scholarship Program (application deadline: **November 2011**) that annually awards \$5,000 to at least one qualified and select minority graduate student of school psychology.

## Student Fact Sheets

As we prepare to start the academic year, practicum, and/or internship, please remember to check out NASP's Student Fact Sheets for valuable information on a wide range of topics. If you have a suggestion for a fact sheet topic let us know.

## Membership Has Its Privileges!

Student membership is **only \$65!** Join NASP and enjoy the numerous resources at your disposal. NASP membership helps you network with other students and professionals, provides critical resources for your studies, and offers you great discounts.

November  
14-18

# School Psychology Awareness Week

## Every Link Matters: Make The Connection

School Psychology Awareness Week is November 14-18!! Brittney is currently soliciting ideas for items that we can personalize and sell this year as a fundraiser. In the past we have done t-shirts with the NASP theme for the year. Suggestions are welcome as to other items that you would like to have considered. So far we have votes for T-shirts and Travel Mugs.

Also, for that week, she will be recruiting students to help present the "School Psychology: A Career that Makes a Difference" presentation (already created) to students in the undergraduate psychology classes and to local high school students. Please let Brittney know if you would be willing to assist with these brief presentations!



## Practicum Experiences

Hello! This semester I am doing my practicum in Baltimore City Public Schools for 1.5 days a week. I'm so excited to apply everything I learned last year in the school setting with the help and support of my supervisor. It's my supervisor's first year at this school, so it's been great to see how she enters the school and establishes her role there. My placement is an elementary school with about 200 students from K-5<sup>th</sup> grade and 20% are in special education. The school is moving towards inclusions, so students in special education spend about half of the day in a general education classroom and half in their "resource" class. My supervisor's current caseload consists of 5 students, all male. Each receives 30 minutes of counseling services each week as mandated by their IEP. My favorite part of this first month has been the fact that I am able to start on a case from the beginning

with my supervisor. Because all the students are new to her too, I get to follow in her footsteps as we do a record review and join with the students.

Every morning when I get in at 7:30am, I go to my supervisor's office where we usually spend about an hour or so doing a record review for a student on her case load or one who was referred to the SST team. She is really helping me develop a clear picture of how a school psychologist should conceptualize a case because after we read everything, she asks me what I would do rather than telling me what she would do. After a record review, we generally walk about the halls and observe the student we reviewed. At one time or another each week, the principal of the school will stop by to consult with my supervisor. I feel so lucky to have a supervisor who is already so

respected at her school.

Most recently, my supervisor helped me develop a needs assessment that I will send out to all the teachers. Basically the form will solicit the teachers' ideas about the behavioral or mental health concerns they have for particular students. Through this form, I hope to get a better sense of who I will be doing a consultation and counseling case with. This year I am just so excited to become part of a school and at least help create some positive changes for a few students there. Having access to all of my supervisor's resources makes me all the more confident that I will have a great experience this year and really learn a lot about working in a city school!

-Michele Hughes

For my practicum placement, I am at Waverly Elementary School which is located in Howard County. At Waverly, there is a diverse population of children with special needs; Waverly is able to take children with more severe cases of physical and mental disabilities and provide services to them through an extraordinary team of educators and special service personnel. From the moment I stepped into the building, I knew that Waverly was the perfect placement for me. My practicum supervisor, Dr. Zahava Wiener, has been an excellent mentor in providing a well rounded view of what it is like to be a school psychologist in Howard County.

In my first couple of weeks, a typical day has consisted of attending student support team meetings, sitting in on IEP meetings and parent conferences, and conducting anecdotal and structured observations on various

students. I have been able to meet a good amount of the staff at the school who are all very welcoming and accommodating; there are a handful of Towson student interns at Waverly including teaching and special education interns. I feel comfortable knowing that the staff at Waverly is used to having student interns; they are always eager to answer questions and share information regarding the students and the school.

Waverly Elementary School students are held to high expectations, both academically and behaviorally. A school wide positive behavior incentive of "Wildcat Paw Prints" allows students to earn points for positive behavior that can be traded in for prizes. Waverly sees only a small number of disciplinary problems – less than twenty office referrals a year. Waverly also achieves highly in academics and consistently reaches benchmark goals. It is an enjoyable atmosphere to work in.

Waverly classrooms are set up in a system called teams. Each grade has a team space, where there are four classrooms which are open so students can flow in and out of each area. In each team you will see a diverse group of students from all races, ethnicities, and special needs. Students learn to understand diversity and the various ways in which everyone learns. Students are also exposed to two foreign languages. The entire school learns both Mandarin Chinese and Spanish throughout the school year. I am extremely excited to be at Waverly Elementary. I have enjoyed getting to know the school environment and I am eager to begin applying what we have learned in our classes thus far to helping the students at Waverly!

-Sarah Dooley

# New Graduate Transfer Credit Procedure

## IMPORTANT: Graduate Transfer of Credit - New Procedure



### For first year students only:

Effective immediately, for any graduate students wanting to transfer credits to Towson, the University is now using the graduate of transfer credit petition form found here: <http://www.towson.edu/registrar/Forms/>

In the past, the transfer of credit procedure has largely been orchestrated by the program director, but the new form and procedure puts the burden on the student themselves. This form can be used for coursework completed prior to admission, that the student wishes to use towards program requirements.

All newly admitted students in their first term will be receiving an email from the Registrar's Office telling them that if they have already completed transfer work they would like to have posted to their record that they need to begin the process right away and not to wait another term.

Here's a brief outline of how the new procedure will work:

1. Student completes Section 1 of Graduate Transfer Petition form and submits it to the Office of the Registrar/Academic Standards along with the course description (required) and rationale for including the course in their program of study (optional, but highly suggested). If course was already taken, student should also submit official transcripts to Records if they have not already done so.
2. Academic Standards reviews course for preliminary standards of accreditation, time limit, level, etc. Form, course description, and rationale are sent to program director for review.
3. Program director reviews course and specifies if course is acceptable, how it will transfer in, and the *exact* requirement that this course will satisfy per the program of study. (e.g. Elective, Required Course, etc) Materials are sent back to Registrar's Office for final posting.
4. Once transcript is on file, course will be posted to student's record and student will be notified via a copy of the form. We will be including on the form if the student took coursework prior to admission how their

Develop a passion for learning. If you do, you will never cease to grow.

Anthony J. D'Angelo

# New School Psych Bulletin: Call for Submissions

Dear Graduate Students,

You are hereby invited to submit manuscripts to the New School Psychology Bulletin—an Open Access, peer-reviewed research journal created and operated by graduate students at The New School for Social Research in New York City. Founded in 2003, the NSPB has become an important and valid alternative to established academic journals for all aspiring authors in the field of psychology.

The NSPB aims to foster the scientist-practitioner model by highlighting the diverse research being conducted by graduate students in the field of psy-

chology. This journal offers graduate students an opportunity to gain early experience with the publishing and review process by submitting their first manuscripts to fellow graduate reviewers and editors. Peer reviewers at the NSPB are trained to provide supportive feedback, thereby encouraging and aiding graduate authors in their first publishing attempts.

Contributions are welcome from all fields in psychology, and the journal is open to both theoretical and empirical research papers. If you think your MA thesis, dissertation and/or other graduate research would make an interesting read, please consider submitting your work to the NSPB. The journal is broad in scope and

does not enforce requirements as stringent as other academic journals (e.g. huge sample sizes). If accepted, your article will be published online and in print, as well as indexed in Google Scholar.

If you would like to learn more about the journal, please visit [www.nspb.net](http://www.nspb.net) or email the editors at [editors@nspb.net](mailto:editors@nspb.net). We are looking forward to receiving and reading your work!

Sincerely,

Hali Wood and Ingmar Gorman  
Editors, The New School Psychology Bulletin  
[www.nspb.net](http://www.nspb.net)



## Happy Birthday!

### August

12th— Megan Roeder  
20th—Brittany Robey  
23rd— Casey Knauss



### October

9th—Dr. Bartels  
16th—Nikkole Wilson  
24th—Brittany Pinkney  
30—Carli Jenkins

### Quick Note

Student entries to the newsletter are welcomed by the editors. If there are any internship students or practicum students who would like to volunteer to write about their experiences for the November/December newsletter, please let us know. If any other students or faculty would like to contribute, please email [Twila](mailto:Twila) or [Kellie](mailto:Kellie) by November 1st.



### September

15th— Melanie Hartmann  
19th— Brittney Zakielarz  
20th— Sarah Dooley  
26th—Emily Sidway  
29th—Josh Zaslow

